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ABSTRACT

These facilitator's skill packets contain 12 units on skills needed for dealing with stress: (1) making a complaint; (2) answering a complaint; (3) sportsmanship after the game; (4) dealing with embarrassment; (5) dealing with being left out; (6) standing up for a friend; (7) responding to persuasion; (8) responding to failure; (9) dealing with contradictory messages; (10) dealing with accusation; (11) getting ready for a difficult conversation; and (12) dealing with group pressure. Each packet contains the following sections: definition of skills for dealing with stress; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

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SKILLS FOR DEALING WITH STRESS

FACILITATOR'S SKILL PACKETS

39-50

SOCIAL SKILLS TRAINING

Job Corps

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Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 39

Making a Complaint

"When people cease to complain, they cease to think."

— Napoleon I

U.S. Department of Labor

Job Corps

39

Making a Complaint

ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students express complaints that are reasonable to the appropriate person in a way that promotes resolution.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 39. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #17 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

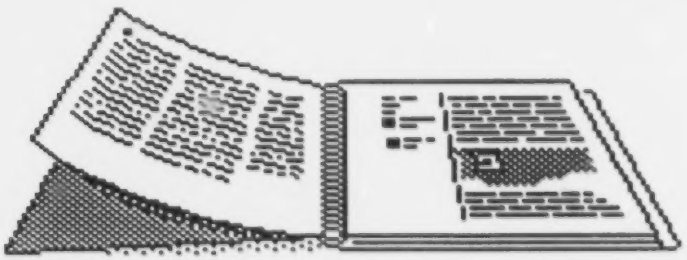
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Everyone has times when they feel like complaining. Complaining can be good when you use it to make positive changes about problems. It can also be a waste when you don't do anything except complain.

Complaining is an important way to express our feelings of dissatisfaction with something. More than that, though, we want to have what we complain about change. Focus your attention and energy on the change you want to happen and you will see more clearly how to make your complaint effective.

If you are unhappy, you want to make a complaint that helps to make the change you desire come about. That's why it's important to use self-control, to communicate clearly what you want, and to think about how the other person might respond.

We respect the person who complains as part of making a change. We don't respect the person who complains, but doesn't make any effort to deal actively with what the problem is. Be a winner, not a whiner.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #17

This short scenario takes place in a Center cafeteria. The concepts of Expressing Your Feelings and Making a Complaint are introduced when a student loudly and rudely expresses his feelings about what is being served for lunch. He is approached by the food service manager and they discuss how the student could express his feelings and make a complaint in a more appropriate manner.

ALTERNATE CHOICES

1. Complaints at Job Corps.

Ask the students to volunteer their complaints about Center life. Write them on a chalkboard or flip chart. Then ask them to identify to whom they might complain to get resolution. Materials needed: chalkboard and chalk; or flip chart and markers

2. Making a Complaint.

Ask students to imagine that they have just had a car repaired. It breaks down again. Ask what they would do.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** what your complaint is.
2. **Decide** who to complain to.
3. **Tell** that person your complaint.
4. **Tell** that person what you would like done about the problem.
5. **Ask** how he or she feels about what you've said.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. For the second time this month you are assigned to Center Support. The rule is that you will only be assigned every other month.

2. They seem to serve the same choices of food every morning for breakfast in the cafeteria. You'd like a change.

In the Community

1. You and your roommate have divided up the chores. But your roommate isn't doing her share.

2. You bought a new jacket. When you got it home you noticed the lining was torn.

On the Job

1. Your boss asks you to work overtime again. You notice that your co-workers never seem to have to work overtime and you think they should share the load.

2. You and a co-worker share phone coverage during the lunch hour. You can't leave for lunch until she returns to cover the phones. She's frequently late, giving you a late start.

In a Social Situation

1. You are in a restaurant having dinner. The background music is so loud you can't talk to your date.

2. You're sitting in a no-smoking section in a restaurant. Someone at the next table lights up a cigarette.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How should you decide who you want to complain to about something?
- If your complaint is ignored, and you still think it is valid, what could you do?
- Before you make a complaint to someone, what should you think about?
- Why is it a good idea to stay in control of your emotions when you are making a complaint?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

39. Making a Complaint

I express complaints that are reasonable to the appropriate person and offer possible solutions.

We all have times when we feel like complaining about something. Complaining can be good when you use it to make positive changes about problems. But it can also be a waste of time and energy if you don't do anything but complain about a situation.

Complaining is an important way of expressing your dissatisfaction with something. But don't ***just complain***. Focus your energy and attention on the changes you want to have happen. First find a person who has the power to make the change you want.

Express your complaint clearly and directly. Be sure to tell what you would like to have happen to change the situation.

Remember, be a winner, not a whiner!

STEPS TO MAKING A COMPLAINT

1. **Decide** what your complaint is.
2. **Decide** who to complain to.
3. **Tell** that person your complaint.
4. **Tell** that person what you would like done about the problem.
5. **Ask** how he or she feels about what you've said.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 40

Answering a Complaint

"There is a difference between justice and consideration in one's relations to one's fellow men. It is the function of justice not to do wrong to one's fellow men; of consideration, not to wound their feelings."

— Cicero

U.S. Department of Labor

Job Corps

40

Answering a Complaint

ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students listen respectfully to a complaint and try to arrive at a fair solution, accepting the blame if appropriate.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 40. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: (video unavailable at this time).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

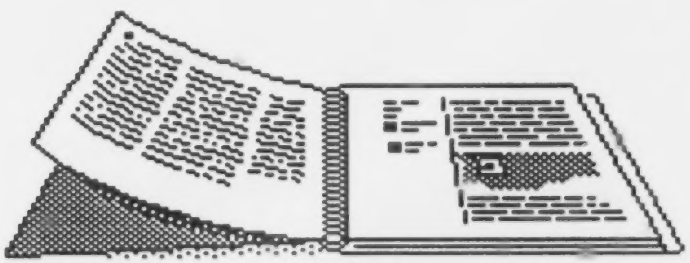
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

When someone complains to you it's because they want to express their feelings about something they think you have the ability to change. What is important to them are their feelings and the change they want. These two things are what you will want to respond to when answering a complaint.

Dealing with someone's feelings is a matter of showing respect, and recognizing that the other person *feels* what he or she *feels* — don't argue about what someone "should" feel. This part of answering a complaint has nothing to do with judging the complaint, but a lot to do with showing respect. Listen to the other person and try to understand his or her feelings. Dealing with the change that the other person wants is where your judgement comes in. You need to ask yourself if *you* really can make the change they want. And if you can, then you must decide what is fair for you to do. You need to take responsibility for your actions and for any mistakes you have made. Remember, you are looking at specific actions that can be changed, not judging yourself or the other person.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. Responding to Complaints.

Review the list of complaints about Job Corps life that was prepared in "Making a Complaint." Assign students the responsibility to answer the complaints.

2. Responses.

Ask the students to describe responses to complaints that have made them angry or dissatisfied. Ask why they have felt as they did.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Listen** to the complaint.
2. **Ask** the person to explain anything you don't understand.
3. **Tell** the person that you understand the complaint.
4. **State your ideas** about the complaint.
5. **Suggest** what each of you could do about the complaint.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are doing dorm clean-up. Another dorm member complains that you are doing your job too slowly so that he or she won't have enough time to get done the job he or she has to do.

2. Your roommates complain that you always choose what music is played in your room and never let them choose.

In the Community

1. You and your friends are eating dinner in a fast-food restaurant. The manager tells you that some customers have complained about your foul and loud language.

2. You are in a shopping mall with friends having a good time, sitting on the only available benches. An elderly woman comes by and complains that you are taking all the seats

On the Job

1. At work a co-worker complains that you never clean up your work area and tools.

2. You are a salesperson and a customer comes back into the shop complaining that something you sold him was no good. He implies you are a liar and are trying to cheat him. (**Variation:** it is obvious that the product fell apart because he misused it.)

In a Social Situation

1. You are in a theatre with a friend. The movie reminds you of something that you want to talk to your friends about. As you are talking, someone else in the theatre complains to you that you are bothering them by talking during the film.

2. A friend borrows something from you. When he or she returns it it is all beat-up. Your friend doesn't say anything about that.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What could you do when someone complains to you about something you don't have the power to change?
- How can you show a person that you are listening to and understanding his/her complaint?
- Name some situations where you personally have been asked to answer a complaint. What did you do well?
- What could you do if the change someone wants isn't something that you think is fair or right?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

40. Answering a Complaint

I listen respectfully to a complaint and try to respond fairly, accepting blame if appropriate.

When someone complains to you, it is because they want to express their feelings about something they think you have the ability to change.

When you want to answer a complaint you need to consider both the other person's feelings *and* the thing they want to have changed.

Show respect for the other person by listening to what they have to say and by trying to understand their feelings.

Then ask yourself if you really *can* make the changes that they want. If so, is it fair for you to do so? If you have made a mistake, accept it and make the changes if you can. **Be sure to use good judgement and show respect for others.**

STEPS TO ANSWERING A COMPLAINT

1. **Listen** to the complaint.
2. **Ask** the person to explain anything you don't understand.
3. **Tell** the person that you understand the complaint.
4. **State** your ideas about the complaint.
5. **Suggest** what each of you could do about the complaint.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 41

Sportsmanship After the Game

"It's great to win, but it's also great fun just to be in the thick of any truly well and hard-fought contest against opponents you respect, regardless of the outcome."

— Jack Nicklaus
World-class professional golfer

U.S. Department of Labor

Job Corps

41

Sportsmanship After the Game

ST★R SOCIAL SKILLS TRAINING

Skills for Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students express honest appreciation to opponents and give credit to others regardless of who wins or loses.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 41. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #18 *(description on page 4);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

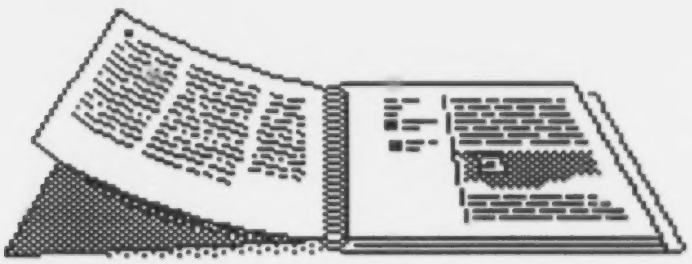
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- **Review the Objective** on the opposite page (←).
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**
- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

It is a fact of life that we never win all the time. Regardless of how good at something we are, there are times when we lose. As much as we hate to admit it, there is always someone who is bigger, faster, smarter, and better than us.

Sportsmanship is recognizing that we can't always control winning or losing; but we can control how we approach the game. It is realizing that participating is more important than the outcome. The old saying that "it matters not if we win or lose, but how we play the game" is really true in Job Corps and in life.

Sportsmanship doesn't mean that we don't very much want and try to win, or that we don't feel bad when we lose. What it means is that we recognize that when we try to win we must always accept that we may also lose. Part of the thrill and the challenge of playing is not knowing if we'll win or lose. Our strength and safety in playing is knowing that it's more important that we play than it is whether we win or lose.

Sportsmanship means that we recognize that the best games, the ones that force us to be as much as we can be, are those where we have quality opponents. **If they win or if they lose, we want to thank them because they helped us to push ourselves to be all we can be. Because that's what real winning is about, being all we can be.**

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #18

In this video a female student basketball player blames her teammate for losing the game. She is confronted by her coach and they discuss what motivated her behavior and how it made other people feel.

ALTERNATE CHOICES

1. Not Just for Sports.

Invite in a member of the Administration staff to talk about how good sportsmanship is involved in what they do. **Materials needed:** none, but the cooperation of another staff member is necessary.

2. Star Power.

Invite in either someone from the community or someone from Job Corps who is recognized as a sports star and have him or her talk about how important sportsmanship is to him or her in pursuing his or her sport. **Materials needed:** none, but the cooperation of a community or Job Corps sports star is necessary.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Think** about **ow you did** and **how the other person did** in the game.
  2. **Think of a true compliment** you could give the other person about his or her actions in the game.
  3. **Think about** what **his or her reactions** might be to what you might say.
  4. **Choose the compliment** you think is best and say it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are running for Student Government. Your opponent wins. (**Variation:** You feel he or she won because of something unrelated to them being better qualified than you for the job.)

2. You have a pickup basketball game going. A new Job Corps student joins in on your opposing team and plays very well.

In the Community

1. You go to a sale in the mall and find a coat you like very much for half off. Just when you get to the coat someone beats you to it.

On the Job

1. You and your best friend apply for the same job. You get the job and know your friend feels bad.

In a Social Situation

1. You are playing a younger family member in a game and you always win.

2. You are playing a game you're good at with a person who is just trying to learn and consequently is not very good. This person is getting discouraged about learning the game.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Do you really believe it's okay to lose?
- Can you be a good sport if the other person won through a fluke or by cheating?
- How can you use the rules for good sportsmanship on the job?
- Could you use any of the "sportsmanship rules" when you lose an argument?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

41. Sportmanship After the Game

I compliment opponents honestly, and give credit to others regardless of who wins or loses.

STEPS TO GOOD SPORTMANSHIP

1. **Think** about how you did and how the other person did in the game.
2. **Think** of a true compliment you could give the other person about his or her actions in the game.
3. **Think** about what his or her reactions might be to what you might say.
4. **Choose** the compliment you think is best and say it.

It is a fact of life that we never win all the time. Regardless of how good at something we are, there are times when we lose. As much as we hate to admit it, there is always someone who is bigger, faster, smarter, and better than us.

Sportsmanship is recognizing that we can't always control winning or losing, but we can control how we approach the game. It is realizing that participating is more important than the outcome. The old saying that "it matters not if we win or lose, but how we play the game" is really true in Job Corps and in life.

Sportsmanship doesn't mean that we don't want to win, or that we don't feel bad when we lose. What it means is we recognize that when we try to win we must always accept that we may also lose. Part of the thrill and the challenge of playing is not knowing if we'll win or lose. Our strength and safety in playing is knowing that it's more important for us to play than it is to win or lose.

Sportsmanship means that we recognize that the best games, the ones that force us to be as much as we can be, are those where we have quality opponents. **If they win or if they lose, we want to thank them because they helped us to push ourselves to be all we can be. That's what real winning is about, being all we can be.**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 42

Dealing with Embarrassment

"Man is the only animal that blushes. Or needs to."

— Mark Twain

U.S. Department of Labor

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students use constructive ways to deal with embarrassment.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 42. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #1 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

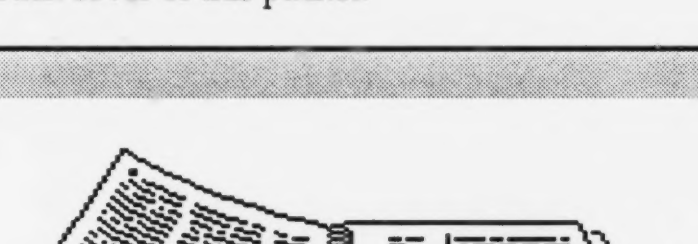
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Recordar # 40642

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

We get embarrassed when something we want to keep private becomes public and we feel we are caught looking foolish. Everyone is embarrassed at one time or another.

How you deal with embarrassment is important. Once something that you wanted to keep private is out in the open, you need to accept that. You can't put it back in the bag. You need to decide how to deal with the situation openly and directly. The idea is to make the best of the situation.

Think about what it is that you are feeling foolish about. If it was something that you chose to do, then accept it. If it was an accident, then accept that you had no choice about it's happening.

Then decide if there is something that you could do to make you feel better about the situation. Sometimes you can make a joke out of it and laugh it off. At other times, sharing the situation with someone else can help. And sometimes you just have to accept it and forget it. Remember, everyone gets embarrassed sometimes.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #1

While attending the Center dance, a student builds up his courage and asks another student to dance. When she refuses, he is embarrassed, and retreats to a corner imagining all the other students are laughing at him. Another student asks him to dance with her and he refuses until she relates an embarrassing incident she recently experienced and they agree that everyone has an embarrassing moment now and then.

ALTERNATE CHOICES

1. My Most Embarrassing Moment in Childhood.

Embarrassments are usually seen as funny when enough time has passed since they happened. Have students volunteer their most embarrassing moments from childhood. After the stories, conclude this by drawing the group's attention to the fact that they can laugh about these now and that that is what happens with embarrassments, they are never so overwhelming that we can't laugh at them later.

2. Embarrassment for Everyone.

Everyone does things that look foolish. It doesn't mean they are foolish people. Use examples you or the class members bring up to illustrate. Some might be: President Ford's falling down airplane stairs, President Kennedy's "Ich bin ein Berliner" speech which translates "I am a hotdog," bloopers, NFL football mistakes, baseball players colliding, etc.

3. Create your own "Attention-Getting" activity.

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_____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you are feeling embarrassed.
2. **Decide what happened** to make you feel embarrassed.
3. **Decide on what will help you** feel less embarrassed and do it.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. In the cafeteria you accidentally drop your tray. Everyone laughs.

2. Your family comes to visit you at Job Corps. You've told your friends about your good-looking brother. When the family shows up, your brother looks like a mess.

In the Community

1. You are rushing to catch the bus. It's icy and you slip and fall. Several people you don't know see you.

2. In a restaurant you are talking excitedly and making gestures with your hands. You somehow bump a glass of water and it spills in your lap.

On the Job

1. You make a mistake on an important report and your supervisor mentions it in front of your co-workers.

2. You are at work and you notice that people are looking at you and giggling. You find out that your slacks are ripped.

In a Social Situation

1. You are walking with friends and talking very intently with them; so intently that you walk into a mailbox without seeing it. You are not hurt, but all your friends are laughing uproariously.

2. You go to a dance. You thought it was going to be casual. When you get there you see that everyone else is really dressed up.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When you have an embarrassing moment, what are some things you could do to feel less embarrassed?
- Can you think of a time when you have embarrassed someone else? What did you do? How did it make you feel?
- How could you help out a friend who is feeling embarrassed about something he or she has done?
- What are some of the physical things you feel when you are embarrassed? How could you overcome them?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

42. Dealing With Embarrassment

I use constructive ways to deal with embarrassing situations.

STEPS TO DEALING WITH EMBARRASSMENT

1. **Decide** if you are feeling embarrassed.
2. **Decide** what happened to make you feel embarrassed.
3. **Decide** on what will help you feel less embarrassed and do it.

Everyone gets embarrassed sometimes. We get embarrassed when something we want to keep private becomes public and we feel we are caught looking foolish.

Once you realize that you are embarrassed, try to make the best of the situation by handling it openly and directly.

If you can, make a joke out of it, laugh it off. If not, just accept it and try to forget the situation.

Remember, everyone has an embarrassing moment every once in a while.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 43

Dealing with Being Left Out

"Every man is wanted, and no man is wanted much."

— Emerson

U.S. Department of Labor

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students Choose constructive behaviors when they feel they are being left out of a group.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 43. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #7 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

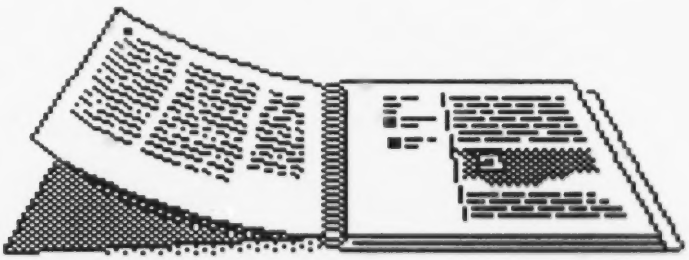
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Reorder # 40643

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the opposite page. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Have you ever felt left out, or not part of the group? Everyone has experienced feeling left out. We feel that way when we're with people who share an "inside joke" that we don't understand, or if we're the last to be chosen for a team, or if we're not invited to a party. Sometimes we're left out on purpose. The group chose not to include us. At other times, it can be accidental, an oversight.

When we are left out, or not part of the group, we can feel hurt and wonder what is wrong with us or why we weren't included. Then it's important to think carefully about why we might have been left out, and if we really wanted to participate in the activity in the first place.

Think about what you could do about the situation. It's possible that no one knew that you wanted to participate. You might try joining in. Or if the activity is over, you might just tell the others that you'd like to be included next time. If you think you were left out on purpose, you might need to apologize for something that you have done. Or you might choose to do nothing and find other friends to do things with. Choose the way that feels right for the situation and do it.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #7

In this video a new student is caught in an off limits area by a security guard. They discuss the difficulty the student is having with joining in student activities. During the discussion we see a montage of the student failing in his attempts to join in a number of activities on Center such as a basketball game, a card game, a student field trip, etc.

ALTERNATE CHOICES

1. Left Out on Purpose.

At the start of the session, begin talking with two students about a recent event that would interest the whole group (sports, current event, Center dance, etc.). As others try to enter the conversation, ignore them or cut them off. After several minutes, ask them how they felt.

2. Left Out.

Bring treats (sodas, cookies, or similar) to the meeting. Give them out to all but 2 or 3 students. Ask them to describe how they felt. Ask the students who got treats how they felt when others were left out.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide if you are** being left out.
2. **Think about why** the other people might be leaving you out of something.
3. **Decide how** you could deal with the problem.
4. **Choose** what you think is **the best way** and do it.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. The sports team you play on is going to another Center to play in a tournament. They can only take twelve people and you are not selected to go.

2. A group from your dorm is getting together to go into town to see a movie and no one asks you to go along.

In the Community

1. The community is sponsoring an Ethnic Awareness Day. When you look over the brochure you discover that your ethnic group has been left out.

2. You tried out for a softball team in your town. You weren't selected for the team.

On the Job

1. Your union, trade association, or office is picking members to be on a special committee to dedicate what benefits to ask for in future negotiations with the management of your company. You are known to be very interested in these issues, so you are surprised when you are not picked for the committee.

2. Your co-workers are going to lunch together. They didn't ask you to join them.

In a Social Situation

1. You are not invited to a party to which you really wanted to go.

2. You have always been close to your older brother and share with him a strong interest in sports. You help him get tickets for a big game thinking he will invite you along, but he asks someone else instead.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Can you name some times when you were left out?
- How do you feel (what emotions) when you think you are being left out on purpose? By accident?
- What are some things you could do when you are left out of a group that is going on a fun outing?
- How can you tell if you are being left out on purpose or by accident?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

43. Dealing With Being Left Out

I choose constructive ways to deal with being left out of a group.

STEPS TO DEALING WITH BEING LEFT OUT

1. **Decide** if you are being left out.
2. **Think** about why the other people might be leaving you out of something.
3. **Decide** how you could deal with the problem.
4. **Choose** what you think is the best way and do it.

Have you ever felt left out or not part of the group? Everyone feels left out sometimes and that can hurt. It makes us wonder what we did wrong. But just because you're left out sometimes doesn't mean you're a bad person.

Think about why you might have been left out. Sometimes people leave us out on purpose. After all, not everyone can be included all of the time. But other times it's an accident or an oversight.

Think about how you could handle the situation. You could try joining in. Or you could let the others know that you'd like to be included next time. Or you could find other friends to do things with.

Decide which way feels right for you and do it.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 44

Standing Up For A Friend

"Tell me thy company, and I'll tell thee what thou art."
— Cervantes, Don Quixote

U.S. Department of Labor

Job Corps

44

Standing Up For A Friend

ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students let others know in an appropriate way when a friend has been treated unfairly.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 44. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #10 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

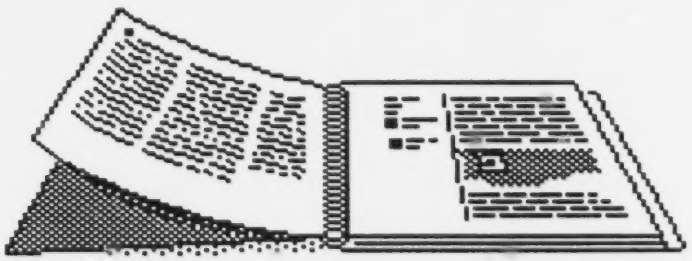
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. Have students role play the skill.
6. Discuss how to use the skill in everyday life.
7. Conclude the session.

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Reorder # 40644

Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Standing up for a friend means being loyal and willing to take a risk to help someone else. It doesn't mean compromising yourself or your personal values by doing something that you know is wrong. It means finding positive, constructive ways to help.

Sometimes friends will ask for your help or support. Other times, though, you may just know or sense that a friend needs you to stand up for them. There are other times when your friend may not want to have you stand up for them. It is important to think about the situation, and about how your friend might feel before you jump in to help. Remember, sometimes people want to stand up for their own rights, and they might not appreciate your interference. If you decide that your friend might want your help, pick a direct and reasonable way and stand up for your friend.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #10

In this video a student and her roommate discuss an appropriate way for her to stand up for her rights after she has been accosted by a group of students who threaten her.

ALTERNATE CHOICES

1. When It's Needed.

Students are asked to volunteer times when they've wished a friend would have stood up for them or when a friend did. Materials needed: blackboard or pad of large paper, chalk or markers

2. The Lift Others Give.

Students gather in a group. One student leans back and the other students lift him or her off the floor into a prone (horizontal) position. The student is held for 30 seconds or so, then let down again. Each student is held like this.

3. Create your own "Attention-Getting" activity.

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_____

_____

_____

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if your friend has not been treated fairly by others.
2. **Decide** if your friend wants you to stand up for him or her.
3. **Decide on ways** you could stand up for your friend.
4. **Pick one** and stand up for your friend.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You notice that two students are teasing your roommate.

2. You overhear a group of students saying bad things about a staffmember who you have always found to be very good to you.

In the Community

1. You are standing with a friend who is waiting to pay for a purchase in a local store. The clerk keeps waiting on others who came along after your friend. Your friend doesn't say anything.

2. You are riding with a friend who got a speeding ticket. He asks you to go to court with him to say that he wasn't speeding.

On the Job

1. You and a co-worker have just completed a job. The boss begins criticizing the job, blaming only your co-worker.

2. Your boss is putting together a team for a special project. She's asked you to be on the team but has overlooked a co-worker who you think would be great.

In a Social Situation

1. You have a friend who is going through a rough time and acting angrily toward other people. The other people don't know what's really going on and they are bad-mouthing your friend.

2. You're on a baseball team. Your friend and teammate has just struck out again. Everyone starts teasing him.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When is it not appropriate to stand up for a friend?
- What could you do if you stood up for a friend and he or she got angry with you for butting in?
- How does it make you feel when a friend stands up for you?
- How do you feel about yourself when you stand up for a friend?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

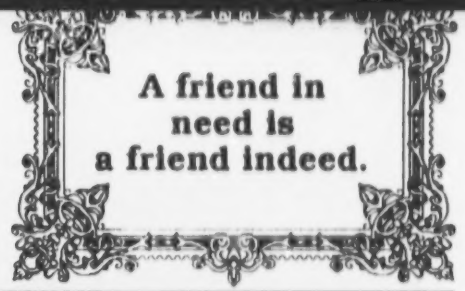
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



44. Standing Up For A Friend

I let others know in an appropriate way when a friend has been treated unfairly.

STEPS TO STANDING UP FOR A FRIEND

1. **Decide** if your friend has not been treated fairly by others.
2. **Decide** if your friend wants you to stand up for him or her.
3. **Decide** on ways you could stand up for your friend.
4. **Pick one** and stand up for your friend.

Standing up for a friend is a way of showing that you respect and care for that person, and that you are willing to take a risk for him or her.

When you decide to stand up for someone else it is important that you not do anything that compromises your personal values or beliefs.

Sometimes friends will ask for your help and support. Other times you will just sense that standing up for your friends is the right thing to do. If you decide that your friend would appreciate your help, always be sure to pick a way that is direct and reasonable. Then stand up for your friend. It will make both you and the friend feel good.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 45

Responding to Persuasion

"People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the minds of others."

— Pascal

U.S. Department of Labor

Job Corps

45

Responding to Persuasion

STAR SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students listen and consider the position of others, comparing it to their own, before deciding what to do. Then they choose appropriate responses.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 45. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #4 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

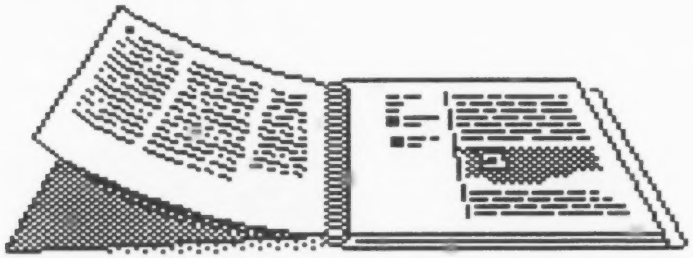
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Your choices are your own good or bad. Throughout your life people will try to persuade you as to what you should believe and how you should act. Parents, teachers, and Job Corps staff members talk with you about who you should associate with, what time you should come and go, how you should wear your hair and what kind of clothes to wear. However, the biggest influence on young people's lives is peer pressure. Friends will use all kinds of ways to persuade you, some that are positive and some that are negative. The important thing to remember is that whatever you choose, right or wrong, it is your life. You ultimately are the person who decides what you feel is correct for your life.

Making your own decisions are tough. Many times it can seem much easier simply to do what everybody else does and to go along with the crowd. Part of becoming an adult is to learn to do the things that you must do and not always do the things that you want to do.

Responding to persuasion is simply taking responsibility for your choices. We learn and grow from our mistakes. Feel free to experiment and learn what works in life and what doesn't work.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #4

In this 5-minute video, a Job Corps counselor tells a new student the story of the day he had his first pass to go into town (when he was in Job Corps 25 years ago), and his roommates tried to persuade him to join them on a drinking spree.

ALTERNATE CHOICES

1. Persuade Me.

Tell the students that you will provide them a benefit (such as ending the class early or having a pizza party for them) *if* they can persuade you that that is justified. Limit this to 5 minutes. You may choose to leave the room for a minute beforehand to allow them to confer on the best approach to take. **Materials needed:** none, but be prepared to follow through with a benefit for the students.

2. Peer Persuasion.

Select two students of equal verbal ability. Announce that the student who can best persuade the group that he or she deserves it will receive some benefit (pick something appropriate). Allow each student 2 minutes of persuasion then have the group vote on the winner. **Materials needed:** same as above.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Listen** to the other person's ideas on the topic.
2. **Decide what you think** about the topic.
3. **Compare** what he or she said with what you think.
4. **Decide which idea you like better**, and tell the other person about it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Job Corps has a rule you don't agree with and feel is unfair to the student body and the consequences are too severe for breaking the rule.

2. Your dorm manager tries to persuade you to run for the student government in order for you to voice your opinions on how rules affect students. She also feels that this would be good experience for you.

In the Community

1. Your boyfriend, who lives in town, is putting pressure on you to go steady. You like him, but would still like to play the field. How would you tell him without hurting his feelings or losing him?

2. A used car salesman is trying to talk you into buying a car you can't really affort. You will be leaving the job soon and need to save your money. How do you handle the hard sell?

On the Job

1. You find out that new hires at your company are making more money than you are and all of them are better qualified than you when you have been working for a year.

2. Your boss is trying to sell you a raffle ticket, but you don't want to buy it. How do you say no without getting your boss mad at you?

In a Social Situation

1. The vocational instructor feels you need to cut your long hair before going on a job interview. This may or may not cause you to get the job. How would you respond?

2. Your family members don't like the friends you hang around with and have asked you to stop seeing them.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Is there any set of circumstances where you really have no choice?
- What do you do when the other person makes it really hard to say "no"?
- Can you think of a way to say "no" without hurting a person's feelings?
- How can you control your anger when someone tries to force you to do something against your better judgement?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

45. Responding to Persuasion

I compare the ideas of others to my own ideas before deciding what's best for me to do.

Your choices are always your own.

Throughout life people will try to persuade you to do or believe things using ways of persuasion that may or may not be fair. **Always remember that whatever you choose to do must feel right for you.** Your life is your own responsibility and you are the only person who can really decide what is "right" for you to do.

Many times it can seem easier just to do what someone else wants you to do. **Remember that even if you do that, the responsibility for the choice is not theirs but yours.** You cannot give responsibility away for what you choose to do, no matter how much it can look that way.

STEPS TO RESPONDING TO PERSUASION

1. **Listen** to the other person's ideas on the topic.
2. **Decide** what you think about the topic.
3. **Compare** what he or she said with what you think.
4. **Decide** which idea you like better, and tell the other person about it.

78

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 46

Responding to Failure

"Failure is an event, not a person.".

— William D. Brown

"The message is, 'It's okay if you mess up. You should give yourself a break.'"

— Billy Joel

U.S. Department of Labor

Job Corps

46

Responding to Failure

STAR SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students figure out the reasons for failure and plan ways to succeed in the future.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 46. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #9 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

4. If using alternate choices for an attention-getting device, you will need a 3 x 5 card for each student in your group.

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

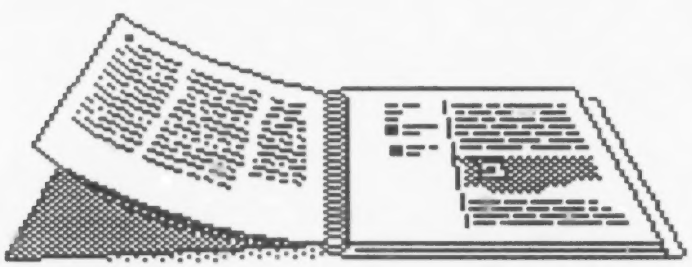
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. Use an "Attention-Getting" activity.
2. Introduce the skill.
3. Describe the basic steps for the skill.
4. Model the skill.
5. Have students role play the skill.
6. Discuss how to use the skill in everyday life.
7. Conclude the session.

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Have you ever flunked a test? Were you ever turned down for a date? Did you ever feel like you didn't do something well enough, or that the person you were trying to please wasn't happy with you? How did these situations make you feel? When things like these happen to us, we feel like we have failed and we feel bad about ourselves. Dealing with failure is difficult for everybody.

It is how we choose to react to failure that is important, not the failures themselves. Failures do provide us with opportunities to grow and better ourselves. People can and do learn from their mistakes.

Some people react to failure by withdrawing, not trying again or being afraid of taking risks. More successful people are those who learn from their failures and turn these failures into successes. We ***can*** all learn how to do this. But first, we must learn to discover ***why*** we failed. Was it something we did, was it something we didn't do, or was it something beyond our control? Once we have discovered what we did that made us fail, we can think of better ways and change what we do next time to be successful.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #9

This video is meant to elicit responses from students about times in their lives when they have experienced failure. It is a scenario in which two students discuss failing their driver's license test.

ALTERNATE CHOICES

1. A Skit.

Prepare a skit wherein we see a young man getting ready to go out. The young man then approaches a young lady and asks her for a date (in an appropriate manner). The young lady turns him down.

2. Your Worst Failures

Have students write on a card their worst failures or those of others. Collect the cards and read them to the class.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

_____

_____

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if you have failed at something.
2. **Think about why** you failed.
3. **Think about what** you could do to keep from failing another time.
4. **Decide** if you want to try again.
5. **Try again** using your new idea.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

NOTE: These role plays will almost have to be done as solo-capsules since they are a "thinking" process; or have students bounce thoughts off a friend.)

At Job Corps

1. You want to have your GED by Christmas leave so that you can make your mother proud. You took the test in October and did not pass. You have one more chance before the holidays.

2. Everyone of your friends is selected to be on a team but you are not, even though you tried out also. (Could be a sports team, academic olympics team, or other type of team).

In the Community

1. You were sent to represent Job Corps (or your team, or employer) at a community event. You gave a terrible speech.

2. Your neighborhood league is counting on you. You are the key player. You play terribly and your team looses.

On the Job

1. You apply for a job that seems perfect for you — the right work and the right company. You are not hired.

2. Your supervisor assigns you a project. After reviewing it, he is not pleased with your work.

In a Social Situation

1. Last week you were turned down for a date. The Valentine's Sweetheart Ball is next week and you need a date to go with you.

2. You planned a party, invited lots of friends, and nobody came.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When you fail a test, what are some of the choices you have so that you do not fail again?
- Can you name some situations when failure may not be your fault, where you could not have changed the situation?
- In the past, you have not been successful at many things and your parents think you are a failure. How do you change your parents' minds?
- Your best friend has low self-esteem and feels like a failure all the time. How do you help him/her become a success?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

46. Responding to Failure

I figure out the reasons why I failed at something and plan ways that I can succeed next time.

STEPS TO RESPONDING TO FAILURE

1. **Decide** if you have failed at something.
2. **Think** about why you failed.
3. **Think** about what you could do to keep from failing another time.
4. **Decide** if you want to try again.
5. **Try again** using your new idea.

Everyone deals with failure. When you fail at something, you know it because it is frustrating and it can cause you to feel bad about yourself.

You have a ***choice***. You can turn failures into learning experiences that will help you succeed the next time. To do this you need to identify why you failed. It may be because you didn't try hard enough, you didn't use the right approach, or you weren't well prepared. In some cases it may be for reasons beyond your control, and you shouldn't feel bad about yourself when this happens.

Once you know why you failed, you can find ways to prevent yourself from failing the next time. This means you can try harder, use a better approach, or be better prepared. The next time you are faced with a similar situation, decide how you can use what you have learned to be successful. Remember, the choice is yours.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 47

Dealing With Contradictory Messages

"Do as I say, not as I do."

— Common saying

U.S. Department of Labor

Job Corps
47
Dealing with Contradictory Messages
ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students attempt to clarify contradictory messages in a respectful manner.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 47. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: *(video unavailable at this time.)*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

4. For "Alternate Choices," large illustrations or poster of optical illusions.

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

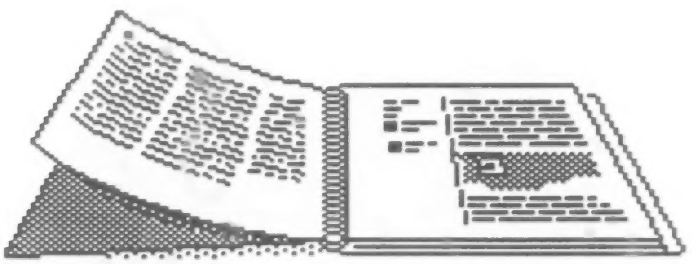
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Contradictory messages are a part of our lives. How many times have you heard "do as I say, not as I do"? Most of the time it's very difficult to sort through contradictory messages because they are confusing. It's very hard to understand what the other person is trying to tell us or wants us to do when they say two different things.

Contradictory messages come in many forms. For example, a parent may tell a child not to do drugs because they are bad, but the parent does drugs. Your friend may tell you he really wants you to go to a party with him, but never calls to tell you when and where it is.

Contradictory messages may be given by one person, as in the examples above, or by different people about the same situation. When more than one person is involved in giving contradictory messages, you need to decide who has the most authority over what you are to do. In all cases, it is important to recognize that the messages are contradictory and then try to clarify them by telling the person that you don't understand the message, and by asking questions if you need to get a clear picture of what the other person wants.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Observations.**
   Have students volunteer occasions when they received contradictory messages, or have them volunteer occasions in which they have observed others saying one thing and doing another.

2. **Optical Illusions.**
   Most optical illusions are contradictory messages. Bring in or make up posters of your favorite optical illusions and show how they give contradictory information. Materials needed: large illustrations or posters of optical illusions.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Decide** if someone is telling two opposite things at the same time.
2. **Think of ways** to tell the other person that you don't understand what he or she means.
3. **Choose the best way** to tell the person and do it.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your teacher keeps telling you that you are doing well in class. When you get to P/PEP, you find out this teacher gave you a bad evaluation.

2. Your dorm president tells you to be present at a meeting at 7:00 p.m. Later, you get a message in your mailbox from your counselor who has set up an appointment for you at the same time.

In the Community

1. Your parents keep telling you they don't want you to use drugs or alcohol because they are bad for you, but you know your parents keep and use both alcohol and drugs in the house.

2. You want to join a group/club that advertises that they do not discriminate. When you go to join, the members give you a bad time and you notice that they are all a different race from you.

On the Job

1. You are told that the most important thing in your job is to be good to the customers. After being at the job for awhile you notice that the workers who contribute most to the sales are the ones who get promoted, even if they treat the customers poorly. There is no connection between being good to the customers and being promoted.

2. Your supervisor tells you that you are not appropriately dressed for the job, but the supervisor is wearing the same type of clothes you have on.

In a Social Situation

1. You are wearing new clothes and have a new haircut. You ask your friend how you look. Your friend says, "Gee, you look great!" but is frowning at the same time.

2. Someone you've met is always very friendly with you and constantly talks about getting together to do something with you, but never quite manages to invite you to do anything.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What do you do when two staff members give you contradictory instructions?
- Your boss gave you contradictory instructions on how to do a project and you didn't bother to clarify them. You didn't do the project right. How do you explain this to your boss?
- Your mother and dad usually don't agree on what you should or should not be allowed to do, and you get caught in the middle. How do you deal with this?
- Can you think of a situation where you have given contradictory messages?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

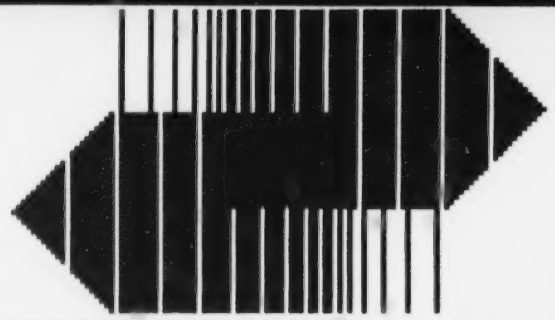
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



47. Dealing With Contradictory Messages

I try to clarify contradictory messages in a respectful way.

STEPS TO DEALING WITH CONTRADICTORY MESSAGES

1. **Decide** if someone is telling two opposite things at the same time.
2. **Think** of ways to tell the other person that you don't understand what he or she means.
3. **Choose** the best way to tell the person and do it.

We all receive contradictory messages in many different ways from our friends, parents, the media, current events, etc. When you receive a contradictory message, it's important for you to recognize that you are getting a message that does not make sense. To better understand what you are being told or what you are expected to do, you need to tell the persons giving you contradictory messages that you don't understand what they are saying or what they want you to do. Choose the best time and place to talk about this and make sure you tell the persons in a respectful way that you don't understand.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 48

Dealing With an Accusation

"When you point your finger at someone else, you should always remember that three of your fingers are pointing at yourself."

— Author unknown

U.S. Department of Labor

Job Corps

48

Dealing with an Accusation

STAR SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students attempt to figure out what they have been accused of and why, and then choose a way to respond that is clear and fair.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 48. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #6 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

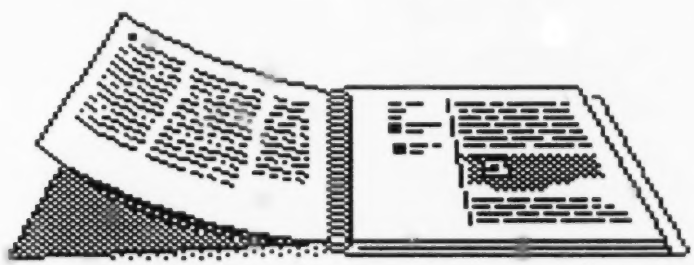
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Dealing with an accusation is difficult because it is upsetting to have somebody tell you that you did something wrong. It makes you feel bad and it may make you angry or embarrassed.

When dealing with an accusation you are dealing with both your feelings about the situation and the feelings of the other person who is making the accusations. This means you may be responding to someone else's anger, frustration, or other feelings.

Remember when dealing with an accusation to keep your own feelings under control. Separate feelings from facts — try to understand what the other person is feeling and what exactly they think you did or did not do. Then you need to deal with both the feelings of the other person and the facts — what you are being accused of.

You need to think about whether the accusation does apply to something you have done or not, and ask for clarification if you don't understand why. You need to respond to the other person's accusation in a manner that is clear and fair. If you are at fault, you need to accept responsibility for your actions and try to make amends. If you aren't, you need to choose the best way possible to indicate to the other person that you understand his/her feelings and then explain why the accusation is not correct.

Remember, even though it is hard to do, keep your emotions and behavior under control throughout the process. It will make you feel better, not escalate the problem, and help resolve the issue.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #6

In this "rap" video three students who have been accused of having and using drugs on Center by their roommate (who is covering his own guilt) discuss the best way to deal with the situation.

ALTERNATE CHOICES

1. A Staged Accusation, Part I.

(Note: Pre-select one student and prepare the student for what you are going to do so that the student does not react to you.) Come to the group meeting several minutes late. Burst into the room and in an angry manner, start accusing the pre-selected student of a variety of things. Make the accusations believable. Abruptly stop and ask the class what they think you were doing, how they felt and how they think the student being accused felt.

2. A Staged Accusation, Part II.

Set up in advance for one student to accuse another and cause a disruption in class.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Think about what** the other person has accused you of.
2. **Think about why** the person might have accused you.
3. **Think about ways** to answer the person's accusation.
4. **Choose** what you think is the best way and do it.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. One of the dorm leaders accuses you of not completing your dorm duties. He says it was your fault the dorm lost the "dorm of the month" award.

2. A staff member accuses you of violating a rule. You are with someone you are trying to impress when this happens.

In the Community

1. A store clerk accuses you of shoplifting.

2. A police officer stops you and accuses you of being "high" and wants to arrest you.

On the Job

1. Your boss accuses you of not helping customers and losing sales.

2. A fellow worker accuses you of sexual harrassment. You are with a group of co-workers when this happens.

In a Social Situation

1. Your best friend accuses you of lying to him.

2. Your friend's mother accuses you of being a bad influence on your friend. (Your friend is present.)

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- If you are falsely accused of something, how would you convince the other person it is not true?
- You are accused of doing something you ***did*** do, but you thought nobody had seen you do it. What do you do?
- How do you feel when you are unjustly accused of doing something.
- Can you think of situations when you have accused other people? If you accused them unfairly, how did you feel?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

48. Dealing With An Accusation

I try to clarify what I have been accused of and to understand why. Then, I choose a way to respond that is clear and fair.

STEPS TO DEALING WITH AN ACCUSATION

1. **Think** about what the other person has accused you of.
2. **Think** about why the person might have accused you.
3. **Think** about ways to answer the person's accusation.
4. **Choose** what you think is the best way and do it.

Dealing with an accusation is difficult because it is upsetting to have somebody tell you that you did something wrong. When dealing with an accusation, you are dealing with both your feelings about the situation and the feelings of the person who is accusing you.

Remember, when dealing with an accusation, keep your feelings under control. Try to clarify with the other person what exactly you are being accused of and try to understand why.

Think about whether the accusation does apply to something you have done or not and respond in a manner that is clear and fair. If you are at fault, accept responsibility and try to make amends. If you are not, explain to the other person that you understand his/her feelings and then explain why the accusation is not correct.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 49

Getting Ready for a Difficult Conversation

"'Where shall I begin, please your Majesty?' he asked. 'Begin at the beginning,' the King said, gravely,' and go on till you come to the end; then stop.'"

— Lewis Carroll

U.S. Department of Labor

Job Corps

49

Getting Ready for a Difficult Conversation

ST★R SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students think about the best way to present their point of view before a stressful conversation, and then choose an appropriate approach.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 49. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #2 (description on page 4).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

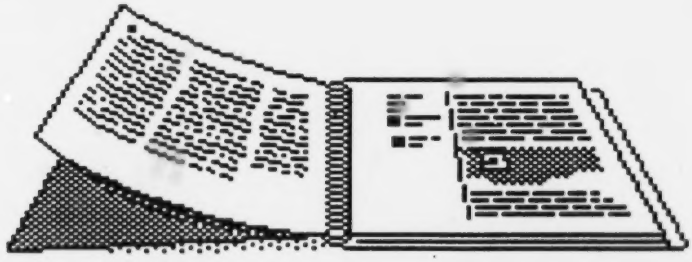
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Difficult conversations make us nervous — that is natural. We may get sweaty palms, a funny feeling in our stomachs, or we may get too scared to say what we want to say. We can make difficult conversations a little easier by getting ready for them and being prepared. The way you approach a difficult conversation has a lot to do with what happens during the conversation and what the final outcome is.

Before you go into a difficult conversation think about what you are going to discuss, how you will feel, and how the other person will feel. Then think of different ways to say what you want to say, how the other person might react in each situation, and other things you might be asked or that may come up during the conversation.

There may be a lot of ways of dealing with a difficult conversation. Choose the best way. If you go into the conversation with a negative attitude, the other person will probably react negatively and will not want to deal with you. If you are positive, you will probably achieve better results.

Once you have decided how to approach the conversation, practice, and be prepared. This will make it easier for you and you will feel more confident. When you are prepared, you are more calm, positive and in control of yourself. The person you are talking to will almost always respond more positively and take you seriously.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #2

In this video three female students prepare for and have a difficult conversation with their sloppy roommate regarding her poor personal hygiene habits and how they are affected by these habits.

ALTERNATE CHOICES

1. Most Difficult Topic.

Ask each student in the group to identify the most difficult topic he/she would have to discuss with another person — parent, friend, employer, etc. (Note: Move the group quickly, exercise should not take more than a couple of minutes.)

2. Breaking Up Is Hard To Do.

Ask students if they have ever broken up with a girlfriend or a boyfriend. Ask how they felt getting ready for the conversation. List the feelings on a flip chart.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. Think about **how you will feel** during the conversation.
2. Think about **how the other person will feel.**
3. Think about **different ways** you could say what you want to say.
4. Think about **what the other person might say** back to you.
5. Think about **what other things might happen** during the conversation.
6. **Choose the best approach** you can think of and try it.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. The CSO wants to talk to you about the fight you saw in your dorm. Your friend started the fight.

2. Another student is bullying your friend. Your friend is planning to terminate because of it. You decide to talk to the bully.

In the Community

1. Your best friend is getting "high" all the time and causing problems. You know it is just a matter of time before your friend gets caught by the police.

2. You have an appointment to meet a community representative who you know does not like Job Corps. You have to "sell" Job Corps to the person because he is important in community affairs.

On the Job

1. Your present job is boring and doesn't pay much. There is another more interesting job opening up that offers more pay. You are going to talk to your boss about this job.

2. One of your co-workers has a very annoying habit that keeps distracting you and is preventing you from doing a good job. You need to talk to your co-worker about this.

In a Social Situation

1. You want to go out with the president of your student government who is very popular and you are not. You have finally worked up the guts to ask him/her out.

2. You will be meeting an old friend that you have not seen for years. Your lives are very different now. You do not know what to say.

Presentation Steps

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What would be the most difficult subject to talk about with your parents?
- What physical sensations do you feel when you are getting ready for a difficult conversation?
- What are some of the benefits/advantages of going through a difficult conversation?
- What would be the most difficult subject to talk about with your boss?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

49. Getting Ready for a Difficult Conversation

I think about how I will present my point of view before I begin a tough conversation, and then choose the best way.

STEPS TO GETTING READY FOR A DIFFICULT CONVERSATION

1. **Think** about how you will feel during the conversation.
2. **Think** about how the other person will feel.
3. **Think** about different ways you could say what you want to say.
4. **Think** about what the other person might say back to you.
5. **Think** about what other things might happen during the conversation.
6. **Choose** the best approach you can think of and try it.

Difficult conversations make us nervous — that is natural. You can make difficult conversations a little easier for yourself by being prepared. The way you approach a difficult conversation has a lot to do with how the conversation goes.

To be prepared, think about what you are going to discuss and how you and the other person will feel. Think of different ways you might say what you want to say, and how the other person may react.

There may be a lot of ways to deal with a difficult conversation. Choose the best way. Practice and be prepared — this will make it easier for you. Be positive, the person you are talking to will usually respond better and take you more seriously.

by Malana Long, Phoenix JCC

Social Skills Training

Job Corps

Facilitator's Skill Packet

Skills for Dealing With Stress

NUMBER 50

Dealing With Group Pressure

"Be yourself. Who else is better qualified."

— Frank J. Giblin, II

U.S. Department of Labor

Job Corps
50
Dealing with Group Pressure
STAR SOCIAL SKILLS TRAINING

Skills For Dealing With Stress

We all know about stress — it's a major part of life. For adolescents, stress often centers around defining who they are and how they fit into the larger world. This set of skills can help students decrease stress and increase effectiveness in their lives.

Objective

This lesson will be accomplished when the students decide to do what they believe to be best regardless of what the group wants to do.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 50. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape: (video unavailable at this time).

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

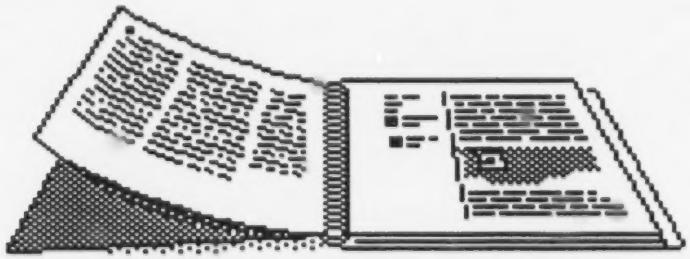
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- **Review the Objective** on the opposite page (←).
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**
- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the inside back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Throughout our lifetimes, we all belong to different groups. We can belong to a family group, a work group, and various social groups at the same time. For example, in Job Corps you belong to a dorm unit group and a vocational training group. In addition, you have friends and may belong to one or more social groups.

We all like to have a feeling of belonging and being accepted by the groups with whom we associate. We also want to be unique and independent individuals, accepted and respected for who we are and the decisions we make. These two things may create conflict when group pressure is applied.

Group pressure can be positive or negative depending on the situation. An example of positive group pressure would be your dormmates encouraging you to pass your GED. Examples of negative group pressure could be your friends encouraging you to go drinking with them or to do other things that you know are in violation of Center rules.

When you deal with group pressure, think about what the group wants you to do and why Think of how it will affect you — is it the right thing to do? You, as an individual, need to decide and you alone are responsible for your decisions.

Hopefully the groups you belong to will respect your rights as an individual and understand and accept your decisions if they are different from what the group wants to do or thinks. However, this does not always happen. You may be ridiculed or excluded by this group you want to belong to. This is hard to take. Learning to deal with group pressure may help you minimize these situations and make you feel better about your own decisions.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. *(Video unavailable at this time.)*

ALTERNATE CHOICES

1. **Looking at Group Pressure.**
   Have the students volunteer ways in which we respond to group pressure. In addition to such obvious things as clothing and hairstyles, be sure to include what we eat, cultural expectations, laws, rules, etc. Point out that some forms of group pressure are good, some bad, and many simply neutral.

2. **Experiences with Group Pressure.**
   Ask students to think about a time when they may have said "yes" when they really wanted to say "no." Ask them to share the experience with the group and describe how group pressure may have influenced their decisions.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Think about what** the group wants you to do **and why**.
2. **Decide what** you want to do.
3. **Decide how** to tell the group what you want to do.
4. **Tell the group** what you have decided.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your friends want you to smoke "pot" with them and won't take "no" for an answer because they are afraid you will tell on them if you don't participate.

2. You have developed some pretty good martial arts skills. Another Job Corps member is being rude and insulting to you. Your friends are urging you to teach this other person a lesson.

In the Community

1. You and a group of friends are at the mall. Your friends are being loud and making stupid comments at other shoppers. They keep pressuring you to do the same.

2. Your friends want you to help them shoplift and they are putting a lot of pressure on you to participate.

On the Job

1. Your co-workers expect you to join them in making fun of, and teasing the new employee who is from a different country.

2. Your co-workers want you to slow down and not do such a good job because you are making them look bad.

In a Social Situation

1. You are at a party where everyone is getting a little wild. They all start urging you to do something you're not sure is appropriate, like drugs, sexual advances toward a date, etc.

2. Your family or friends are pressuring you to go out with this person who is well-connected, but who you don't particularly like.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Name some situations in your life when group pressure is a good thing.
- Name some situations where you have gone along with group pressure and the consequences were negative.
- What are some things you should think about before you decide whether or not you want to go along with what the group wants?
- How could you respond to or support a friend who decided not to go along with group pressure?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

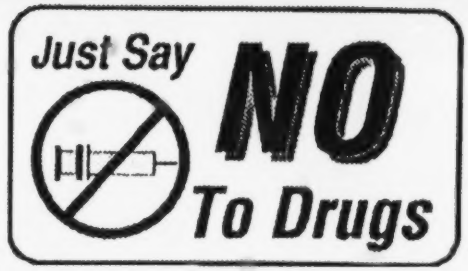
Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.



50. Dealing With Group Pressure

I make up my mind to do what I think is best, regardless of what the group wants me to do.

STEPS TO DEALING WITH GROUP PRESSURE

1. **Think** about what the group wants you to do and why.
2. **Decide** what you want to do.
3. **Decide** how to tell the group what you want to do.
4. **Tell** the group what you have decided.

Throughout your life you will be a member of many different groups. We all like to have a feeling of belonging and being accepted by the group with whom we associate.

Sometimes groups may put pressure on you to do certain things you do not feel comfortable doing. When you deal with group pressure, think of the consequences of your actions.

You, as an individual, have the right to decide what you want to do. Regardless of the pressure put on you by the group, you are responsible for your decisions.

Choose the right way to communicate your decision to the group. It may help them to better understand your decision.